

Scene Study; Creating and Building a Character

Content Area: **Music**
Course(s):
Time Period: **Marking Period 2**
Length: **40**
Status: **Published**

Essential Questions/Enduring Understandings

- What does it mean to build a character?
- How do you create a role?
- How do you use theater games to develop a character?
- How do you analyze a character within a structure of a given play?
- What is the scene's relationship to the play?
- How can the actor utilize scene analysis to inform performance?
- How do you block a scene?
- What is the emotional content and dramatic action?
- How can you draw upon prior knowledge and context clues to prepare for a scene performance?
- Can you incorporate physicality, tactics, movement, blocking, stage pictures, character voice, emphasis, and memorization into a scene performance?

Objectives

- Students will be skilled at analyzing a character within the structure of the play.
- Students will be skilled at determining the intentions of a character and use it to get what the character wants.
- Students will know how the scene relates to the play.
- Students will know how to discover the facts of the character and use them to develop an onstage persona.
- Students will know the historical context of the play and character.
- Students will be skilled at organically blocking their own scene and making it read well on stage.
- Students will know how to determine the emotional content and dramatic action of the scene within the context of the play.
- Students will be skilled at memorization techniques for learning lines and blocking.
- Students will be skilled at performing scenes in which their characters demonstrate a culmination of several aspects of their artistic creativity including costume, makeup, movement, voice, and use of props.

Learning Plan

- Have students break into groups and choose a scene from a published play, read the play, and write character analysis reports to present and discuss in class.
- Have students play against type innovating character using physicality and movement different from traditional expectations.

- Have students monitor progress in their Actor's Journal.
- Have students critique professional work divining purpose of character behind the choices of other actors.
- Have students synthesize new techniques based on foundational skills learned at previous levels.
- Have students rehearse their scenes both on their own and for the whole class with group participation and discussion.
- Have students perform their work for an outside public audience.

Assessments

- Students will brainstorm about the essential questions through regular written reflections in the Actor's Journal.
- Students will demonstrate an understanding of the facts of the play and character background through completion of Character Analysis Packet.
- Students will demonstrate an understanding of character portrayal through the demonstration of a character's intention and what the character wants.
- Students will discover the purpose of performed scenes and how they fit in the story of the play by discussion and written reflection.
- Students will demonstrate understanding of blocking and how it helps define the character for the audience by blocking their own scenes in class exercises and rehearsals.
- Students will demonstrate a mastery of performance of character through public presentation of monologues, scenes, devised work, and full play production.

Materials

- Character Analysis Packet
- Actor's Journal
- Scripts

Suggested Strategies for Modifications

[Acting 2/3 Accommodations](#)